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ABSTRACT

This report is a compilation and review of research done in the United States in the last 8 years. Believing that it is necessary to have teachers who can empathize and cope with classroom manifestations of constitutional rights, civil rights, unemployment, war and violence the author investigates 3 categories of teacher training: curriculum content, professional knowledge, classroom skills and behavior. Citing various studies and exploring the "curriculum by textbook" phenomena some conclusions are: 1) methods courses must concentrate on classroom dynamics and be less preoccupied with teacher knowledge, authority, and conformity: 2) it is not the amount of knowledge but new behavior (alternative roles and attitudes) that is most important; 3) teacher education should develop inquiry, discovery, and critical thinking capacities; 4) training should include different teaching techniques and attention to selection and testing of new materials; 5) schools must offer an educational environment that is a microcosm of modern changing society; and, 6) the educational program will have an appreciable influence on students outlook, including political attitudes, values, and beliefs when controversy is allowed and critical thinking encouraged. Detailed findings of a California survey related to teacher training and contemporary issues connected with the Bill of Rights and our legal system are also included. (Author/JSB)

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A REVIEW OF THE RESEARCH ON PRE-SERVICE SOCIAL STUDIES SECONDARY TEACHER EDUCATION

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INTRODUCTION

We must have teachers who can emphathize and cope with the classroom manifestations of constitutional rights, civil rights, unemployment, war and violence.

If the main objective of the professional part of a teacher's education is to teach teachers how to teach, then it is extremely important that we examine the role and the responsibilities of educational institutions to provide for successful teacher education programs and the effect, if any, of such "learned behavior" on pupils.

The amount of clear-cut research showing how the teacher should teach in order to bring about optimum pupil growth is astonishingly small! Our report is a compilation and review of the research on pre-service social studies teacher education in the U.S. in the last 8 years.

THE THREE ASPECTS OF TEACHER EDUCATION

The training of a teacher can be divided into three categories:

1) Curriculum Content
2) Professional Knowledge
3) Classroom Skills and Behavior

CURRICULUM CONTENT

Curriculum Content includes mastery of the knowledge concepts, and information that make up the instructional program. This area consists primarily of the "subject matter" or curriculum that the teacher is expected to transmit later to pupils. The great mass of content in this aspect of teacher education is transmitted to the teacher through lectures in the form of language and abstractions. The teacher subsequently transmits a similar body of information to pupils, again in the same form. [2]

In a 1966 study of California teachers' reactions to certification and pre-service courses it was found that teachers at all grade levels and with all degre s of experience strongly favored subject matter courses as "extremely important for coping with practical problems of the first year teacher." [3]

The official myth, according to the 1966 study, has it that a teacher's principal goal is raising the level of achievement or the quality of thinking of his pupils. However, studies of the perceived problems and concerns of beginning teachers force one to acknowledge a collective secret shared by teachers that the paramount concerns of the beginning teacher -- and possibly many an experienced teacher, too -- focus more on the teacher's sense of adequacy and ability to maintain interest and control in the classroom, than on the needs and accomplishments of his pupils. [4]

The most straightforward interpretation of the California study is that teachers use subject matter to sustain themselves in the role of the principal source of knowledge in the classroom; the more knowledge the more security.

A number of studies over the last 30 years or more have examined in all subject areas, the relationship between teacher knowledge and pupil achievement. Walter I. Ackerman in 1954, and Seymour Metzner in 1968, concluded that there is little or no connection between teacher knowledge and pupil achievement in elementary school subject matter areas and at the secondary level, a connection only in the case of "bright" pupils in advanced mathematics, chemistry, and physics. 5

A question that so far has not been investigated experimentally by professional workers in departments of education research is whether content and methods of inquiry can be learned in the same course. A.F. Griffin, nearly 30 years ago, in an unpublished doctoral dissertation, stated "for purposes of teacher training, it is not enough to have teachers take courses in which content is covered and learned reflectively. Occasionally, the professors who teach teachers must stop what they are doing and have their students makes a direct study of what has been taking place. By implication, teachers of high school social studies should do the same thing, if their students are to understand and appreciate the connection between the reflective process and the survival of the democratic process. 6

Many college courses are concerned with the dissemination of content and not with the process of inquiry (a process by which the student learns to analyze evidence and arrive at his own conclusions.)

Academic preparation must afford both subject matter competence and a competence in the disciplines themselves in their modes of inquiry and thought. 7

Charles Sellers, Professor of History at the University of California, Berkeley, challenges the notion that students must first be 'given' facts and then, at some distant time in the future, they will think about them "as both a cover-up and a perversion of pedogogy." Sellers concluded with: "there is nothing wrong with secondary school education that a substantial change and improvement in college and university teaching would not help."

It appears not to be the amount of subject matter knowledge, therefore, but rather training in new behavior, and alternative roles and attitudes for teachers that are most important. A corollary to this conviction is that the chief aim of education is not the transmission of an abstract body of knowledge, but the growth of individual learners as they confront new experiences, including knowledge,and in turn transform those experiences. It calls for teachers to be different kinds of human beings, for new attitudes more than for new skills, for new assumptions more than for new knowledge. It calls for teachers who are able to view themselves and their role differently from the way most view them at present, for teachers who see the relationship of schools and colleges to the outside world. We need to free teachers from the assumption that prevails in so much of our education that knowledge exists independently of the knower, and that the disciplines constitute bodies of knowledge that can be "covered" rather than ways of inquiry into reality. 9

PROFESSIONAL KNOWLEDGE

Professional knowledge includes the substantial body of knowledge that teachers need as members of the teaching profession. Information in such areas as: educational psychology, child and adolescent development, and education evaluation is included in this category. Most of this information is also presented to the teacher in the form of abstractions. The teacher must apply these abstractions to concrete educational situations, and this leap from abstract information to concrete application is a difficult one for most teachers to make. As a result, teachers are frequently found incapable of applying knowledge that they have gained in this category. Teachers are often extremely critical of this aspect of their training because they generally recognize that the information they need is not being given in a form that they can use. [10]

The missing ingredient, particularly in pre-service teacher education, often is interpreting knowledge in terms of the realities and dynamics of the actual classroom. [11]

Pre-service education must provide training in classroom behavior which addresses itself to the human interaction in the classroom between the teacher and the student.

Dr. Robert Soar reviewed the recent research on teacher effectiveness and conducted his own extensive analysis of relations between teacher-pupil behavior and pupil growth.

The most conclusive and pervasive functions performed by the teachers were in the category of "controlling." The teacher directed the children in what they should do and how they should do it; what they should answer, and how they should answer. The extent to which children can explore ideas, reach out in their experience and on their own, is

very limited under controls of the kind presently exercised (reprimands, admonishments, threats, and accusations).

Reduction of the Controlling Functions does not mean the teacher is less responsible for the teacher-learner situation as one properly managed for the business of learning. It does mean more efficient management and more opportunities for children to become increasingly responsible for their own learning. No one can learn for another. [12]

His findings support the hypothesis that a "more indirect, more open, more supportive style of teacher behavior does increase pupil growth. In addition, the increased growth goes beyond subject matter and includes more favorable attitudes and increased creativity.

CLASSROOM SKILLS AND BEHAVIOR

Classroom Skills and Behavior. The third teacher education category includes teaching skills, human interaction, and behavior patterns that the teacher needs in order to function efficiently in a variety of teaching-learning situations. It is there that the greatest discrepancy usually occurs between the form in which the teacher received the information (i.e. largely in terms of abstractions presented through lectures or printed materials) and the form in which the teacher must actually use the information (i.e. through the development of patterns of classroom behavior). Some student teaching programs present this category of information in a form reasonably convertible to the classroom situation. However, the vast majority of student teaching programs are not aimed at the development of specific behavior patterns nor do they provide the trainee with effective feedback of the sort required for the efficient development of new skills.[13]

The largest bulk of research continues to be in the testing of various methods or techniques of teaching.

It is generally agreed, both in and out of the teaching profession, that the conventional courses in teaching methods are the weakest aspect of teacher education. "In fact, one of the few things that the Council on Basic Education and the spokesmen from the New Left or existential critics agree upon is the inadequacy of teacher education generally, and methods courses in particular."[14]

Randomly selected, a sample of 350 members of the New York State Council for the Social Studies was drawn. These teachers were senior, well-educated professionals who were genuinely interested in

Classroom Skills and Behavior (continued)

in teacher education. Their findings were as follows:

1) Approximately 1/2 of the respondents were emphatically dissatisfied with the professional skills of beginning teachers. Most of the rest have reservations.

2) 42% believe that "methods" courses, as they are presently constituted, are a complete waste of time.

3) Only 1/3 of the sample believe that existing pre-service methods courses are valuable.

*4) 94% of the respondents indicated that pre-service instruction in methods was desirable and necessary.[15]

Respondents in the New York study were asked to rate those topics and techniques they considered most essential for effective social studies instruction. The findings are as follows:

	Developing process-oriented lessons (inquiry, discovery, critical thinking)	(80%)
	Using social studies reference materials	(75%)
	Leading a discussion	(64%)
****	Dealing with controversy	(58%)
	Teaching current events	(55%)
	Teaching with simulations, role playing and gaming	(54%)
	Using community resources	(52%)

The respondents were also asked to select "the three or four best techniques" to be used in social studies methods instructions. From a long list of techniques, three were clearly the most popular: viewing and analyzing films, video tapes, or other mechanical reproductions of "real classes"; analysis of demonstration lessons taught by experts using "real classes"; analysis of demonstration lessons taught by the beginners themselves using regular classes. Simulations, role-playing, peer teaching, micro-teaching, sensitivity groups, analysis

Classroom Skills and Behavior (continued)

of writings, lectures and discussions led by experts, and other activities frequently employed in methods classes were not at all popular.

The conclusions drawn from the survey support the notion that if a teacher is to learn how to use teaching methods he must be allowed to use or demonstrate them with "real" students and in "real" classrooms. Sometimes, even the most outstanding methods instructors set up situations shere student teachers feel they will never be able to do what the "master" is able to do.

Most of the studies indicate that when the "traditional" or "conventional" methodology (recitation, lecture-textbook, written assignment approach) is compared with such favored approaches as simulations, case study, socratic, or concept-generalization development, no significant difference could be found between them.

Jack Zevin experimented in the training of teachers for the American Bar Association's Law in American Society curriculum. Teachers were assigned to an experimental group and three control groups as follows: Experimental training in law and training in educational principles, $Control_1$ training in law only, and $Control_2$ and $Control_3$, no special training. Experimental, $Control_1$ and $Control_2$, were all subsequently taught the law curriculum in inner-city secondary schools. $Control_3$ was a pure control and did not teach the law curriculum.

Both the law and the education courses were taught by indirect teaching that stressed questioning and responding instead of lecturing, positive rather than negative responding, and pupil-pupil interaction. The law courses in $Control_1$ was taught by an instructor who was given no specifications on how he should teach. Both the law and education courses were given in a six-weeks' summer program.

Classroom Skills and Behavior (continued)

Following the teaching of the "Law in American Society" curriculum in the secondary school classrooms of the Experimental, $Control_1$, $Control_2$ teachers, an objective test of knowledge of law was administrated to all the students.

All of Zevin's hypothses were couched in terms of this interaction analysis and all were confirmed. There were no significant differences between teachers or pupils in any of the control groups.[16]

There is virtually no evidence to indicate that teaching methods courses makes any significant change in the subsequent classroom behavior of teachers.[17]

One might conclude on the results of most of the studies that "nothing makes a difference." But, the findings, though not definitive, more strongly support the general conclusion "that all students do not react similarly to the same teaching behaviors. Under the direction of a skilled teacher, including teacher inventiveness and creativity, the "new" favored teaching methods can be effective in providing the opportunity for a great deal of inquiry and critical thinking.

A few positive studies on the effective use of the "new" teaching methods are worth noting:

Paul DeKock's study on "Simulation and Changes in Racial Attitudes" revealed that attitudinal changes can take place through the use of this method. His investigation showed that through the simulated method, teachers could establish environments where students learn to change their own attitudes.[18]

Estes (22) experimentally tested the effectiveness of a case study method as compared to a lecture-written-assignment approach for

Classroom Skills and Behavior (continued)

teaching the Bill of Rights. The investigator, employing the case method and two colleagues, employing the traditional method, taught 424 twelfth-grade California high schools alphabetically assigned to the treatments, Socio-economic, socio-metric, and tolerance scales were used in the evaluation. The experimenter concluded that the case method produced significantly higher tolerance scores and higher agreement with Bill of Rights principles than did the traditional method. Highly religious, blue collar, and racial minority youths and children of less educated fathers were found to be less tolerant.

CURRICULUM BY TEXTBOOK

Added to the problems of conflicting evidence concerning the best way to train teachers is the difficulty of "curriculum by textbook." Since texts tend to determine what and how teaching takes place, the pre-service program is limited by books in use. Most of the relevant content presented in elementary social science textbooks is presented at the "knowledge" level. Consequently, many primary social studies teachers seek sources other than standard textbooks to present information of high cognitive levels.[20]

At the secondary level, some of the newer high school social studies textual material offer more help to the teacher attempting the conduct of inquiry in his classroom.

The fact remains that the materials necessary for inquiry-conceptual learning are substantially different from most of the textbooks now in use. Unfortunately, new materials will not be developed to their full potentiality easily or quickly.[21]

Textbook writers and teachers often shield students from sordid political realities, from controversial topics, because they fear to breed cynicism or to undermine loyalty to our nation.[22]

A. F. Griffin pointed out that the kind of content most likely to stimulate reflection is also the content most likely to arouse the opposition of authoritarian groups. Such groups are more desirous of instilling particular beliefs than of teaching students how to modify any belief intelligently. There have been no recent studies of intellectual freedom in our public schools comparable to the study of Lazarsfeld and Thielens (1958) of how college teaching of social science

Curriculum by Textbook (continued)

was influenced by the pressures of McCarthyism. In place of studies, there have been expressions of opinions ranging from one extreme to another. One extreme says that there is no academic freedom in the public schools. Another extreme is represented by the statement that "teachers who understand how to teach democratically (reflectively) and do so in a competent way are likely to have less trouble with a community than other teachers and will probably be able to stay in their jobs as long as they wish to do so" (Bayles, 1966). It is, therefore, not surprising that there have been no studies of academic freedom or other institutional prerequisites to the practice of reflective thinking.[23]

There are many reasons why the kind of theory that Griffin has developed has not been experimentally tested. The most likely reason is that it will never be popular among the many-interests groups that shape and influence educational policy. An experiment that tested this theory might find its teachers criticized by the community for engaging in seemingly subversive activity. Any teacher who creates student doubt about dominant community beliefs, no matter how obvious his commitment to democratic ideals and reflective process, runs some risk of community displeasure or misunderstanding.[24]

From our experience, many teachers today still shy away from teaching controversial issues due to the risk of administrative or community pressure. Many teachers today, however, must run the risk of community or administrative displeasure or be "tuned out" or "turned off" by their students. There is evidence that an increasing tendency exists among college students to reject dogmatism per se. Phillip E. Jacob wrote that college graduates tend to be less dogmatic, more

Curriculum by Textbook (continued)

flexible in their beliefs and more open to different points of view than they were when they entered college. Jacob concluded that: "Tests of critical thinking in social science show students acquiring greater capacity to reach judgments by reasoned thought instead of blind opinion or on the basis of someone's unchallenged authority." In more cases than not, he declares, a college education ".....softens an individual's extremist views and persuades him to reconsider aberrant values."[25]

It follows that students who are bored with a study of school discipline, eating habits in the cafeteria, or how to get a job as an airline stewardess will come to life quickly when social studies classes deal with ideas that are controversial in their community or are fundamental to the understanding of a social theory.[26]

CONCLUSION

On the basis of the research we reviewed, all evidence points to failure of educational institutions to provide for successful teacher education programs.

Pre-service teacher education, particularly social studies methods courses, must concentrate on what goes on in the actual classroom and be less preoccupied with teacher knowledge, authority and conformity.

Pre-service education may be most effective in preparing the teacher in the specific subject matter he is to teach, but the evidence indicates that it is not the amount of knowledge but new behavior, alternative roles and attitudes for teachers,that is most important. While important, the pursuance of subject matter competence must include substantial training in the process oriented lessons (inquiry, discovery, and critical thinking).

Teachers receive little, if any, training in asking questions. The result is that teachers tend to use cognitive memory questions almost exclusively. Pre-service education courses tend to overlook the fact that about two-thirds of the talk in the classroom is teacher talk and that about two-thirds of the teacher talk is direct. [27] If teachers are to develop students who are inquirers, their own education should have developed in them these capacities and attitudes.

It is the responsibility of the teacher education institutions to provide training in a number of teaching techniques in the hope that one or two <u>will</u> make a difference in the classroom.

It is imperative that educational institutions give careful attention to the selection and testing of materials and approaches for the "new" social studies.

The educational environment must be one in which "children learn what they live." Educational institutions must produce an environment that relates learning to the life the child has lived, is living, and will live. Our schools must offer the teacher and student an environment that is a microcosm of the social forces and structures characterizing modern society. "The adversary principle that is basic to our method of determining justice and the conflict that is the main ingredient of a dynamic modern society find few, if any, parallels in an educational enrironment in which controversy is avoided and dissent is punished." [28]

Based on our experience, we conclude that when controversy is allowed and critical thinking encouraged, the educational program and its environment will have an appreciable influence on students' outlook toward life, including political attitudes, values and beliefs.

PRE-SERVICE SECONDARY EDUCATION STUDENT-TEACHER SURVEY

On the basis of the findings in this report a Pre-Service Secondary Education Student-Teacher Survey was developed to discover what is being done at educational institutions to train teachers in California to understand contemporary issues connected with the Bill of Rights and our legal system.

Our goals are as follows:

1) To discover what academic preparation student-teachers are receiving which help them deal with controversial issues particularly the Bill of Rights, legal or constitutional issues.

2) To discover how important student-teachers consider an understanding of contemporary issues connected with the Bill of Rights and our legal system.

3) To discover what teaching methods are considered valuable by student-teachers in social studies methods courses. The methods selected were derived from the findings of our research project.

4) To survey the materials considered valuable by student-teachers in social studies methods courses. Those selected were based on the research project and staff classroom experience.

5) To discover the conditions within and outside the school which encourage or hinder the teaching of controversial issues. These questions would serve as a follow-up after the student-teacher has served full-time for one year in a school.

As a result of the research study, a draft survey was prepared designed to gather date on pre-service training in California. The instrument has been administered to 150 pre-service social studies teachers at S.F.V.S.C.

The findings of the survey were as follows:

1) What teacher education courses have you taken which stressed or contained units on the teaching of controversial issues with particular emphasis on the Bill of Rights, legal and constitutional issues?

   a) A large number of respondents listed their social studies methods course as the only course which contained units on the teaching of controversial issues.

b) A large number of respondents stated none to the question.

c) A few of the respondents listed other education courses such as, Fundamentals of Secondary Education and Psychological Foundations.

2) What courses on Constitutional Law and/or the American legal system have you taken as a Social Studies major to help you deal with controversial issues particularly the Bill of Rights, legal or constitutional issues?

a) Many of the respondents were unable to list more than one or two courses.

b) The most frequently mentioned courses were:
Constitutional Law
Political Science 155 (American Political Institutions)
Constitutional History

c) A large number of respondents indicated none to the question.

3) What courses have you taken in other disciplines to help deal with controverisal issues in particular the Bill of Roghts, legal or constitutional issues?

a) 80% of the respondents indicated none or did not answer the question.

b) The disciplines most frequently mentioned were:
Philosophy (Logic)
Sociology

The results of the first three questions tend to sustain our fears that the academic preparation for student-teachers is inadequate for preparing teachers to deal with controverial issues, particularly the Bill of Rights, legal and constitutional issues.

4) How important do you believe it is for classroom teachers to understand the contemporary issues connected with the Bill of Rights and our legal system.

   a) A majority of the respondent consider a course on the Bill of Rights and our legal system a requirement of all teachers.

   b) Many of the respondents indicated it should be a requirement for all social studies teachers.

   c) None of the respondents indicated anything below strongly recommended of all those planning to teach.

The results are encouraging since a majority recognize the importance for classroom teachers to understand our Bill of Rights and legal system.

5) Please indicate the value placed on the following methods in your Social Studies Methods courses:

   a) The most important teaching methods checked were: Simulations, Role Playing, Mock Trials, Case Method, Inquiry, and Illustrations and Cartoons.

   b) The methods selected indicate the importance of active student involvement in the learning process (inquiry, discovery, and critical thinking).

6) Please indicate the value placed on the following teaching materials used in dealing with controversial issues in particular the Bill of Rights, legal or constitutional issues.

   The materials considered most important by our respondents were:

   a) AEP (Harvard Public Series) and the Quigley Civic Education materials.

   b) The Bill of Rights Newsletter, Fenton materials, and Issues Today were rated as important.

   c) Every piece of material cited as being most important also received a large number of unfamiliar ratings. the most unfamiliar were Law in American Society and TABA.

Pre-Service Secondary Education Student-Teacher Survey (continued) 20.

7) What conditions have you found within your school which encourage or hinder the teaching of controversial issues particularly the Bill of Rights, legal or constitutional issues?

a) The factors cited as encouraging the teaching of controversial issues were:

Student enthusiasm
Materials
Liberal faculty

b) The factors cited as hindering the teaching controversial issues were:

Conservative Administration
Teacher Insecurity
Parents complaints and pressure
Lack of Materials

8) What conditions have you found outside your school which encourage or hinder the teaching of controversial issues, particularly the Bill of Rights, legal or constitutional issues?

a) The outside factors cited as encouraging the teaching of controversial issues were:

Public wareness
Newspaper editorials

b) The outside factors cited as hindering the teaching of controversial issues were:

Conservative community
Public indifference.

The respondents to question seven and eight were divided. The importance of community involvement is clear as are the risks involved from the community in teaching controversial issues.

CONCLUSION

Although the data collected at San Fernando State College is fragmentary, it establishes that our survey instrument will provide us with the necessary data on pre-service training to suggest improvements in the present system. During the fall semester, we will conduct the survey at San Jose State, San Francisco State, Long Beach State, San Diego State, and USC so that our findings will be reflective of a wide variety of teacher training institutions.

APPENDIX I

ATTITUDES TOWARD CIVIL LIBERTIES AMONG HIGH SCHOOL SENIORS; Cooperative Research Project No. 5-8167; John C. Pock; Reed College; Portland, Oregon; 1967.

From our experience we find that students are unable to bridge the gap between what is taught and contemporary issues.

In the main, the results of the Pock survey offer little comfort for those dedicated to civil liberties or for those believing that the school should be the principal agency for producing a citizenry capable of implementing these principles.

Findings reported showed a number of instances in which the students appeared to reject several of the most fundamental tenets embodied in our heritage and expressed in the Bill of Rights. Confronted by descriptions of situations in which both explicit and implicit civil rights had been violated, a preponderence of students responded approvingly to the use of improperly gathered evidence, secret trials, search without probable cause, setting of excessive bail, and to the use of anonymous witnesses. In addition, virtually all of the students seemed to be unaware of the censorship implications in allowing newspapers to be sued for libel by those who have chosen to participate in the sometimes vitriolic debate on public issues.

Furthermore, these findings also demonstrated that, independently of the application of civil libertarian values, students were especially prone to be influenced, in varying degrees, by the personal and social attributes of the people described in the incidents. Thus, the application of justice was shown to be strongly qualified by the "cult of personality."

As a rule, people to whom political non-conformity, moral deviance, and lower ethnic or socio-economic status had been imputed were less likely to be accorded constitutionally protected support than their more respected or innocuous counterparts.

In sum, the findings appear to demonstrate that the schools have been unable to produce a high degree of consensus about constitutionally protected freedoms in a number of critical areas. On balance, those from more privileged social backgrounds, destined eventually to occupy elite positions during adulthood, differ consistently from the others in their greater disposition to hold and express civil libertarian values. This suggests that, while the schools tend to reinforce the orientations already possessed by such students, they are unable to change or replace those held by the less privileged. Contrary to some interpretations in similar findings concerning civil liberties, we see potential danger to a democratically organized political community when there is a wide discrepancy between leaders and followers regarding the applicability of that society's ultimate moral judgments.

APPENDIX II

Horton, Roy E. Jr. "American Freedom and the Values of Youth," in "Anti-Democratic Attitudes in American Schools" H.H. Remmers, Editor. Evanston, Illinois: Northwestern Press 1963 P.P.18-60

Several studies indicate little or no association between formal instruction and the development of political attitudes, values, and beliefs. Roy E. Horton, Jr. reports that formal courses in civics have no effect in shaping favorable attitudes toward the Bill of Rights. They concluded that greater knowledge of subject matter leads neither to a greater student interest in politics nor to greater student political participation.

APPENDIX III

Patrick, John L., "Implications of Political Socialization," Research For The Reform of Civil Education, Social Education 33:15-21 Jan. 1969

Numerous studies of the political socialization process in American society have documented the conclusion that American youth, prior to entering high school, have thoroughly developed, positive, supportive attitudes toward the American political system. Contrary to sensationalized reports about a minority of our youth in the mass media, the typical American fourteen-year-old is a loyal citizen who accepts the authority of government as legitimate and just. These positive, supportive feelings emerge at an early age; they are well developed among fourth-grade children. American elementary school children revere the role of the President, feel that political leaders generally are benevolent, accept the authority of government, and venerate patriotic symbols.

As they approach adolescence, children begin a slow process of political "de-idealization." Seventh and eighth-graders recognize that the President is not always wise, benevolent, and just; that he makes errors; that he is not necessarily benign and warm-hearted. Children grow to differentiate between the Presidential institution and the personal attributes of the incumbent. This allows for criticism of the President without diminishing basic allegiance to government and country. An appreciation develops for the demands of the Presidential role and for political expediency.

However, it is important to stress that despite obvious "de-idealization" and increased sophistication about political matters, most American adolescents retain a generally positive image of government; and like a vast majority of American adults, most American adolescents seldom, if ever, impugn the basic features of their political order. Like a vast majority of American adults, most American adolescents are not political radicals.

APPENDIX IV

SOCIAL SCIENCES EDUCATION FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS, Report of the Statewide Social Sciences Study Committee to the State Curriculum Commission and the California State Board of Education, September 1969

The proposed Social Science Education Framework for California Public Schools K-12 establishes immediately in the section entitled "Why the New Program?" a recognition of the many new developments of the 60's which demand that the disciplines of Social Studies fulfill the need for man to better understand his own nature and behavior. The objectives of this document clearly sets forth as top priority "the ability of today's students to understand and hence to deal with tomorrow's very different reality and tomorrow's very different problems."

This report includes (1) specific references to the Bill of Rights and (2) the extent to which the document promotes treatment of controversial issues.

Beginning with grade block 5-6 and formally in grade 7-9, the Bill of Rights is introduced. However, this introduction is not the initial nor lasting exposure.

The proposed framework has successfully involved the student in controversial issues which enhance the social development of the future citizens of tomorrow. This involvement necessarily includes a working knowledge of the historical documents basic to our country and a continuous reference after initial introduction to the Bill of Rights,

FOOTNOTES

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FOOTNOTES (continued)

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